

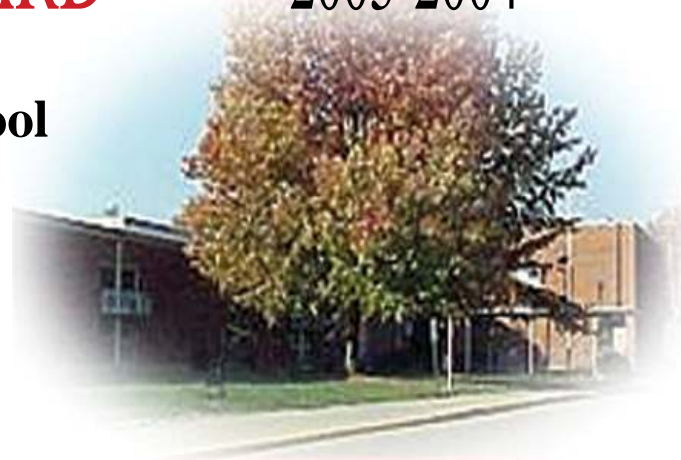
SCHOOL REPORT CARD

2003-2004

-Commonwealth of Kentucky-

Beechgrove Elementary School

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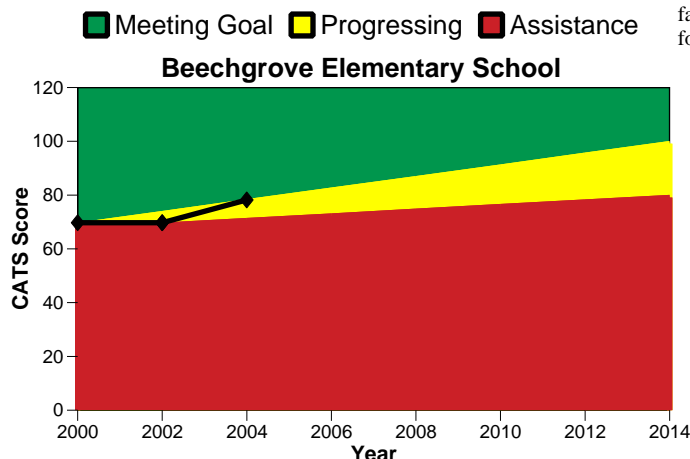


Dear Parents/Guardians:

Here is our school's report card for the 2003-2004 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	68.8		69.7
2002	73.1	68.8	69.7
2004	77.5	70.5	78.2
2006	81.8	72.2	
2008	86.1	74	
2010	90.4	75.7	
2012	94.8	77.4	
2014	99.1	79.1	
Standard Error: .9			

About Our School

Beechgrove Elementary has been providing quality education in our community for more than 35 years. Our dedicated and experienced faculty is focused on preparing students to become productive, independent citizens in our society. We are excited as we learn and grow with the students by addressing academic, social, physical, and emotional needs. We are working as a community of learners to motivate and challenge each other to make the most of the learning opportunities. At Beechgrove, we believe in developing the potential in each individual child. Instruction is provided so that each child can achieve success and learn at high levels. We incorporate flexible grouping for a variety of subjects and heterogeneous classrooms to ensure equity. We strive to create classrooms at each grade level which have a balance of gender, academic abilities, and social needs. Parents and community members play a vital role in our school. We recognize and acknowledge the importance of communication and cooperation with parents, businesses, and community members. In conjunction with PTA, Beechgrove Family Resource Center, and local businesses, the staff and students work to create a school of which we are all proud!

How Our School Ensures Educational Equity

The student population of Beechgrove Elementary is diverse. We include learning opportunities to address the individual learning needs of students. Classroom teachers play a role in targeting students' needs through assessment during instruction and educational activities. Special learning opportunities are then designed with these unique learning needs in mind. A variety of support services provide special learning opportunities for students. We have a variety of special education services available to students from preschool through grade five including education for multi-handicapped students, speech therapy, community-based instruction, occupational therapy, and physical therapy. In addition, extended school services (ESS) are available for students who need extra help beyond the school day. Small group instruction is focused on providing targeted assistance to students who are in need. Furthermore, gifted and talented services are provided for students who are identified as gifted in one or more area. Students may be identified as gifted in the area of general intellectual ability, specific academic aptitude, visual/performing arts, leadership, and creativity. Our school also provides services for at-risk students through Title I funds. Additional teachers and staff members work with all of our students to provide an equitable education.

School Enrollment (end of year membership 2003-2004): 575

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished		
	School	District	State	School	District	State	School	District	State
Reading 4th	9%	7%	11%	23%	18%	22%	68%	74%	67%
Science 4th	5%	4%	7%	49%	35%	38%	46%	61%	55%
Writing 4th	4%	5%	9%	62%	54%	52%	34%	41%	39%
Mathematics 5th	17%	15%	23%	25%	27%	29%	58%	57%	48%
Social Studies 5th	20%	13%	21%	28%	21%	24%	52%	66%	56%
Arts & Humanities 5th	16%	19%	27%	62%	52%	51%	22%	29%	22%
PL/VS 5th	13%	10%	15%	24%	24%	27%	63%	65%	58%

Academic Index		
School	District	State
88.3	93.2	86.8
84.2	91.8	87.5
72.1	75.4	72.3
86.8	85.6	77.1
79	89.5	81.8
63.7	65.6	58.3
85.9	89.7	82.4

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
End of Primary (EOP) Reading	73%ile	68%ile	64%ile	50%ile
EOP Language Arts	64%ile	66%ile	62%ile	50%ile
EOP Mathematics	59%ile	70%ile	66%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2002-2003 school year.

	Attendance Rate	Retention Rate
School	95.6%	.9%
District	95.4%	3.1%
State	94.3%	3.4%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

Elementary students have few opportunities to participate in state contests. We encourage students to participate in special school programs and services throughout the school day and beyond. These programs and services are designed to develop important academic and social skills and include: Drama Club Quick Recall Team Future Problem Solving Team News Team Chorus

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	82%	77%	82%
Average Years of Teaching Experience	13.1	13.5	11.9

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our School for Drug and Weapons Detection

At Beechgrove Elementary, we take a proactive approach to school safety. We strive to create a school atmosphere that is safe, orderly, and responsive to all students. Our goal is prevention, intervention, and crisis response through positive procedures. The faculty reviews the district crisis management plan on a regular basis at monthly faculty meetings. We participate in fire drills, tornado drills, lock-down drills, and earthquake drills at regularly scheduled intervals. Each year, our school crisis response plan is reviewed, analyzed, and revised to address current issues and needs. Furthermore, we now have the services of a full-time school resource officer. The school resource officer, in conjunction with the school counselor and classroom teacher, teaches students important core content related to safety and drug abuse. We involve families in meaningful ways in our school, develop and nurture links to the community, discuss safety issues openly, and emphasize positive relationships between students and staff members.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This
Aggravated Assault (with intent to cause injury)	0	0
Drug Abuse Violations	0	0
Weapons Violations	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$5721	15:1	4.1:1	100%
District	\$6902	18:1	5.2:1	100%
State	\$7007	16:1	3.8:1	100%

How We Use Technology to Teach

Staff and students at Beechgrove are working to make technology a part of the daily instruction and integrate it into their own learning. Each student has scheduled time weekly for computer lab class. During this time, they learn how to operate basic input and output devices. They also learn how to communicate about technology using appropriate vocabulary. They use multimedia resources and programs to enrich and extend their learning in reading, writing, science, and social studies. Students learn how to use word processing, spreadsheet, presentation and database programs to demonstrate critical thinking and problem solving skills. They are also taught appropriate use of internet resources. Our school also has a Student Technology Leadership Program (STLP). Students in this program use their knowledge of technology in an integrated format to demonstrate their learning. Teachers in our school collect student work samples to demonstrate integrated student use of technology. Furthermore, we have two technology resource teachers (TRT) who help staff members maintain and extend their knowledge of technology and how to integrate it into instruction.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	544	10	7	2687

Extracurricular Activities

Drama Club Quick Recall Team Future Problem Solving Team News Team Intramural Sports Student Technology Leadership Program Governor’s Cup Academic Competition

Awards and Recognition

Southern Association of Colleges and Schools (SACS) accreditation Student of the Month Reading Counts Program Awards Sunshine Club BUG (Building Up Grades) Club WIT (Whatever It Takes) Club Fifth Grade Recognition

What We Are Doing To Improve

In spring of 2004, after an in-depth needs assessment, our staff developed a Comprehensive School Improvement Plan that targeted specific goals for school improvement. The focus of this plan is improving student literacy, with specific activities and strategies designed to achieve the identified school improvement goals. Teachers of primary students are implementing Four Blocks reading, which emphasizes working with words, guided reading, independent reading, and writing. Furthermore, at-risk students in kindergarten, first, and second grades are participating in extended reading intervention instruction through Title I services. Students in fourth and fifth grades are participating in literature circles, which emphasize comprehension and deep thinking about text. Learning walks and informal observations are conducted in all classrooms to document the implementation of these activities and to verify the impact they are having on student learning. Beechgrove Elementary is designated in the Meets Goal category for the Commonwealth Accountability and Testing System (CATS). Our accountability index has had an average 2-year gain of 9.15 points per year, and a net 2-year gain of 17.3 points. In the past year, we have had several content areas with double digit gains including reading (12.7 points), mathematics (13.9 points), science (13.5 points), and arts and humanities (10.1 points). We are very proud of the work of our staff and students, and the support of our parents, community members, and businesses. We are enthusiastically looking forward to continued improvement.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member’s Name	Phone	Member’s Name	Phone
Tracy Dunn, Principal	859 371 1636		
Kari Dance, Teacher	859 371 1636		
David Grizzell, Parent	859 371 1636		
Susan Hirschi, Teacher	859 371 1636		
Tiffany Hurley, Teacher	859 371 1636		
Sheila Purdy, Parent	859 371 1636		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

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